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ABSTRACT

The Jackson County (Michigan) Intermediate School District curriculum for teaching emotionally impaired elementary students is presented. The curriculum document describes program management techniques, strategies for developing and maintaining teacher-student relationships, and therapy/change systems. It outlines referral and eligibility procedures, exit criteria, and transitioning procedures. It contains job descriptions for teacher, teacher assistant, teacher consultant, psychologist, and social worker. A section on classroom management techniques offers guidelines on safety, trust relationships, group interaction, classroom climate, classroom organization, room arrangement, class rules, behavior monitoring, behavior intervention, lunch practices, mainstreaming, transitioning, and follow-up. Another section describes the program focus in the curriculum areas of mathematics, language arts, social studies and science, microcomputer use, affective development, and social skills. Parent involvement is discussed. Annual goals and short-term objectives are listed. Appendices include information on dealing with failure and enhancing learning, a mainstreaming checklist, a list of curriculum materials, forms, and award materials. A bibliography lists nine suggested readings. (JDD/DB)

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# Emotionally Impaired Elementary Curriculum

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This booklet describing the Emotionally Impaired Elementary program and curriculum is a culmination of ten years of staff interaction, planning and problem solving. It includes

A) Introduction and Philosophy,
B) Entrance and Exit Criteria,
C) Job Descriptions,
D) Classroom Management,
E) Curriculum,
F) Parent Involvement and
G) Goals and Objectives.

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# I. Introduction

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The emotionally impaired program is based on the following assumptions:

(A) each student is a unique individual with his/her own social and learning needs,
(B) meaningful relationships are basic to developing adequate social interactions,
(C) trust and honesty between adults and students are the foundations of meaningful relationships,
(D) on-going open communication between staff members is a crucial element in meeting both adult and student needs,
(E) problem solving between staff, parent(s), and student(s) must be as immediate as possible for optimum growth to occur,
(F) understanding of the student's role in the family system is crucial for creating positive change,
(G) all children develop at varying rates and each student's educational program must be designed in accordance with his/her development in the areas of language, affect, psychomotor skills, and cognition,
(H) group experiences that focus on cooperation and responsibility are essential.

Each emotionally impaired classroom can serve 10 students at any one time and a maximum of 15 students. The class has a teacher and an assistant and the teacher in the program has state certification in the area of Emotional Impairment. The emotionally impaired classrooms are located in local school districts throughout Jackson County.

Each classroom provides a variety of educational experiences. The primary function of the teacher is to facilitate each student's understanding of his/her feelings and behavior so that the student can function in a regular classroom. The program focuses on the social and emotional growth of students and the development of specific academic skills as related to the student's emotional growth. When a student is ready to assume responsibility for appropriate behavior in the regular classroom and demonstrates adequate skills for the curriculum area, he/she may be mainstreamed into a regular class.

The teacher and assistant work cooperatively with the transdisciplinary team to meet the special needs of each student. This team includes the supervisor, psychologist, social worker, teacher consultant, and speech and language therapist. Other ancillary service providers are involved as recommended.

The social worker and psychologist may provide individual or group therapy to the students in the program. An **Intervention Plan** is developed for each student. This plan includes helping the student to develop a better self concept and helping him/her learn alternative acceptable behaviors. The teacher and other team members help the student examine the premises that guide his/her behavior. The students are helped to see themselves as others see them. The student gains a more accurate picture of his/her strengths and weaknesses and new behaviors are introduced and developed with the student.

**Parent involvement** is an important component of the emotionally impaired program. Home visits, classroom visitations, conferences, and special group meetings are regularly scheduled. Ongoing assistance is available to parents individually for developing and reinforcing prosocial skills with their children.

Parent involvement is necessary to help keep parents informed of their child's current educational program and to help parents understand how they have a part in their child's education.

**Psychiatric consultation** is provided to the program on an ongoing basis. This consultation is designed to promote staff development and to provide diagnostic information on specific students and their role in the family system.

The transdisciplinary team meets monthly to discuss students and family concerns, management problems, therapy plans and program changes. A creative problem solving approach is used and specific management strategies are delineated and implemented by all members of the team.

# II. Emotionally Impaired Programs

*How Do We Make Them Work?*

## A. E.I. PROGRAM MANAGEMENT

Programs for the Emotionally Impaired are often difficult to manage from both the administrator's and the classroom teacher's point of view. Therefore, these programs and the staff who serve the emotionally impaired students and their families require special considerations such as:

1. Outstanding administrative support from the Superintendent, Director of Special Education and building administrators. These administrators need to understand the complexity of E.I. programs and serve as program advocates for needed changes and improvements.

2. An effective support team i.e., supervisor, social worker, psychologist, teacher consultant, teacher, teacher assistant, speech and language therapist and other ancillary personnel that meet regularly to discuss the students and problem solve to meet their individual and program needs.

3. A well defined classroom management system.

4. A classroom climate that is structured, positive and carefully planned incorporating a developmentally appropriate curriculum for addressing social and academic skill development.

5. A therapy change system that helps individual students and their families grow and develop.

6. Parents who cooperate and are involved to the best of their ability.

## B. DEVELOPING AND MAINTAINING RELATIONSHIPS

Teachers and ancillary staff who serve this population in the programs must be able to provide for them by demonstrating that they:

1. Are "fully present" and listening to the individual.

2. Can build a trust relationship with the student through concrete consistent caring and affection.

3. Can recognize what it is that is unique and special about each student.

4. Can show appreciation of the individual.

5. Can encourage reciprocal communication both verbal and nonverbal with each student.

6. Can discover each student's learning style.

## C. PROFESSIONAL DEVELOPMENT

Numerous opportunities are provided for the staff to develop and grow professionally. It is the supervisor's responsibility to provide:

1. Inservice opportunities such as speakers and seminars.

2. Films, books and journal articles.

3. Appropriate classroom materials and equipment. (See Appendix D)

## D. UNDERSTANDING EMOTIONAL DISTURBANCE

In order to fully understand emotional disturbance, the staff must be able to understand and diagnose human behavior using the following:

1. Observational techniques.

2. Development of relationships as they occur between child and parent, with other significant adults and with peers.

3. The child's place within the family system.

4. Behavioral consequences.

5. The child's cognitive functioning and processing style.

Through systematic observation and an understanding of development (both social and cognitive) the student's behavior can be understood and appropriate consequences can be applied which will maximize behavior change.

## E. CLASSROOM CLIMATE AND PROCESS

In addition to the Individual Educational Plan (I.E.P.) that exists for each student, quality E.I. programming relies upon a variety of approaches and experiences:

1. The classroom must meet basic needs first (e.g., food, safety, sleep, clothing).

2. Organization of the room around a "centers" approach i.e., learning center, cooking center, pet center, computer center, relaxation and affective center, etc.

3. Use of cooperative goal structures which allow social interaction, group problem solving experiences and peer tutoring, cooperative learning and collaborative teaching.

4. Promotion of structured physical activities and recreation.

5. The teaching style includes: direct teaching, active listening, problem solving, goal setting, and evaluation of student performance.

6. The teacher encourages appropriate behavior while inappropriate behavior is stopped and logical consequences applied. Additionally the teacher is aware of the student's emotional needs and integrates this information into appropriate behavior management techniques.

7. The teacher works as an integral part of the team and utilizes feedback to maintain a positive classroom environment.

F. **THERAPY/CHANGE SYSTEMS**

The ancillary staff involved in direct treatment use a variety of techniques depending upon the individual student's needs and the classroom's needs. These techniques may include:

art/play therapy
life space interview
crisis intervention
rational emotive therapy
cognitive behavior modification

Other methods such as contracts, reframing, enactment, paradoxical strategies, problem solving conferences, public posting of positive results and guided visual imagery may be employed.

In summary, it takes effective teaming and program management, parental cooperation and quality teachers capable of developing and maintaining trust relationships as well as a positive classroom environment designed to meet the unique needs of each individual. Individual, family and group therapeutic intervention is tailored to student and program needs.

# III. Entrance And Exit Criteria

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## A. REFERRAL AND ELIGIBILITY FOR E.I. CERTIFICATION

1. A local building team meeting is held to discuss concerns about a particular student. The team consists of the principal, psychologist, social worker, speech therapist, teacher consultant and classroom teacher.

2. An initial referral is made. The social worker and psychologist assigned to the local building must be a part of the evaluation team.

3. Eligibility - According to rule #1706 of the Special Education Rules and Regulations, the eligibility is determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the person's education to the extent that the person cannot profit from regular learning experiences without special education support. The student must manifest one or more of the following characteristics:

   a. Inability to build or maintain satisfactory interpersonal relationships within the school environment.
   b. Inappropriate types of behavior or feelings under normal circumstances.
   c. General pervasive mood of unhappiness or depression.
   d. Tendency to develop physical symptoms or fears associated with personal or school problems.

A determination of impairment shall not be based solely on behaviors related to environmental, cultural or economic differences.

The term "Emotionally Impaired" also includes persons who, in addition to the above characteristics, exhibit maladaptive behaviors related to schizophrenia, autism or similar disorders. The term "Emotionally Impaired" does not include persons who are socially maladjusted unless it is determined that such persons are emotionally impaired.

The differentiation between **social maladjustment and emotional disturbance** is a difficult one because, on the surface, the behavior may look the same. It is the dynamics behind the behavior that are different.

Socially maladjusted usually includes students who demonstrate:

-- knowledge of social expectations in the school and/or other settings while choosing not to conform to those expectations,
-- a lack of age appropriate concern for their behavior and its effect on others,
-- difficulty accepting responsibility for their own behavior and overt defiance of directions from adults,
-- involvement with courts.

**Socially maladjusted** students may generate problems in school, are frequently delayed in education achievement, are manipulative of others and may appear to be in a perpetual power struggle with authority. Their behavior may not, however, significantly differ from their families or peer groups.

The **emotionally impaired** shall not include persons whose behaviors are primarily the result of intellectual, sensory or health factors.

A determination of impairment shall be based on data provided by a multidisciplinary team which shall include a comprehensive evaluation by both of the following:

A psychologist or psychiatrist.
A school social worker.

During the evaluation the social worker and psychologist may decide to use behavioral or academic intervention strategies. A list of recommended intervention strategies is listed below.

To qualify for Emotional Impairment the behavior must be so pervasive that it interferes with educational achievement. Students who are functioning at grade level usually do not qualify for a classroom placement.

**Initial Emotionally Impaired Certification**

An Individualized Educational Planning Committee meeting is held and the student is certified as eligible for Special Education Services as an emotionally impaired student. When the student is initially certified as emotionally impaired, social work services are provided and other intervention strategies are determined.

**Intervention Strategies** - (Prior to classroom placement)

These intervention strategies are usually implemented over a period of time. Some strategies which should be tried are:

| BEHAVIORAL | ACADEMIC |
|---|---|
| behavioral management | peer or other tutoring |
| social work services | shorter assignments/different approach |
| consultant help | teacher assistants/other helpers |
| modified schedule | alternative materials |
| change in teachers | remedial programs |
| | teaching to their strengths |

Other special education placements should be considered and community resources should be utilized.

**SPECIAL EDUCATION SERVICES AND PLACEMENTS**

Teacher Consultant Services
Social Work Services
Learning Disabled
Educable Mentally Impaired
Preprimary
Autistic
Resource Room

**COMMUNITY RESOURCES**

Community Mental health
Family Service
Children's Psychiatric Hospital
Department of Social Services

## B. REFERRAL REQUIREMENTS FOR E.I. CLASSROOM PLACEMENTS

1. Local Team Responsibilities

   A. The referral for emotionally impaired classroom placement is made only after the local building team has agreed that emotionally impaired placement is appropriate.

   B. The local building social worker and psychologist will have completed their evaluations and agreed on their recommendation for certification.

   C. The teacher consultant, social worker or psychologist should discuss possible classroom placements with their immediate supervisor. All possible less restrictive options should be explored. These may include the Resource Room or the classroom for Learning Disabled.

   D. Parents should be aware, throughout the evaluation process, that an emotionally impaired placement is the most restrictive option available. Should the student fail to benefit from less restrictive options, the E.I. classroom placement may be considered.

      The teacher consultant submits a referral. The Classroom Referral Information Form is on the following page and these forms are available from the secretary for the E.I. department. Completed forms should be returned to the supervisor.

**EMOTIONALLY IMPAIRED --*-- JACKSON ALTERNATIVE SCHOOL**
**CLASSROOM PLACEMENT REFERRAL FORM**

PLACEMENT REQUESTED: [ ] E.I. Classroom
[ ] Jackson Alternative School

**NAME:** _____ **BIRTHDATE:** _____

**ADDRESS:** _____ **AGE:** _____

_____ **BUILDING:** _____

**PHONE:** _____ **GRADE:** _____

**PARENT:** _____

**T/C COMPLETING FORM:** _____

What local building team members have been involved with this referral?

Are all in agreement?

Parents attitude toward requested placement?

Pertinent family information:

Current education status:

Describe the problem behavior(s) that interfere with attempts to provide an educational program for this student:

Past intervention strategies, length of time and outcomes.

_____ _____
Submitted by Date

_____ _____
Principal's Signature Date

Day Treatment Referral Packet's are available through the J.C.I.S.D. Day Treatment Supervisor or from Children's Outpatient Services, Jackson Community Mental Health, 1200 N. West Avenue, Jackson, MI 49202

2. **Classroom Placement** (Initial Emotionally Impaired Placements)

   a. If the student does not appear to be responding to the behavior management strategies implemented by the local team, the referral form is completed by the teacher consultant and submitted to the supervisor for the Emotionally Impaired classroom programs. After the referral is given to the supervisor the placement process takes approximately 30 school days.

   b. The School Psychologist who serves the E.I. program and/or another member of the team schedules one or more observations and reviews the current educational and/or behavioral plan for the student. The results of the classroom observations will be shared with the local team members.

   c. A data review is scheduled. This includes the building principal, Intermediate School District staff, supervisor, the teachers involved and any other appropriate personnel who are working with or have knowledge about the student. The data review focuses on the home and school and their effect on the student's adjustment.

   d. After the data review, the local special education team makes arrangements for the student and parent to visit the Emotionally Impaired classroom. This helps to determine if the student and parent view the Emotionally Impaired classroom as a viable option.

   e. If placement in the Emotionally Impaired classroom seems to be in the student's best interest, an Individual Educational Planning Committee meeting is scheduled.

   f. **In considering placements**, the time frame from notification of the supervisor to actual placement will depend upon a number of factors. The factors include:

      i. The student's age and functioning level.
      ii. Readiness of the parent and student to accept placement.
      iii. Adjustment of students previously placed in the program.
      iv. Number and types of students in the emotionally impaired classroom.

3. **Classroom Placements** (Transfer students and referrals from hospitals and institutions)

   a. The local building psychologist, social worker or teacher consultant are informed of the student and may do further evaluation if indicated. Records are obtained by local building personnel. The local team may want to try less restrictive options prior to referral.

   b. If the transfer student was most recently in an E.I. Classroom the student may be placed in the E.I. classroom. When the previous placement is unclear, the supervisor for the Emotionally Impaired

program is responsible for calling the previous school district or institution and determining the most appropriate placement for the student.

c. If needed, a data review is scheduled by the supervisor of the Emotionally Impaired program within one week of the completed observations. This usually includes the building principal, the Intermediate School District staff working with or knowledgeable about the student, the supervisor and other appropriate personnel.

d. After the data review, arrangements will be made for the student and parent to visit the Emotionally Impaired classroom. This will help determine if the student and parent view the classroom as a viable option.

e. An Individual Educational Planning Committee meeting is scheduled by local district special education personnel.

## C. TRANSITIONING PROCEDURES

1. The student should be successful in mainstream classes ( such as social studies, science, language arts, math or reading) a portion of his/her school day before return to the home school is considered. The special education and general education classroom teachers document adequate academic performance, and current adaptive behavior information is provided to the home school.

2. The local team is notified by the supervisor of the Emotionally Impaired program of the student's possible change in placement and, if indicated, a reevaluation is completed.

3. Prior to the student's return, a representative from the local building is invited to observe the student and a data review is scheduled. Students usually return to their home school at the beginning of a semester or school year.

4. An Individualized Educational Planning Committee meeting is convened by the Emotionally Impaired program personnel. Supportive services are provided as indicated on the Individualized Educational Planning Committee report.

5. During the first months after the student returns to his/her home school, follow-up services are provided by the teacher/teacher consultant from the E.I. program.

# IV. Job Descriptions

## A. CLASSROOM TEACHER

The teacher of the emotionally impaired is the primary contact person between the child and the school environment. The teacher provides a supportive classroom environment in which diagnostic/therapeutic teaching helps the child gain understanding of his/her feelings and make better behavioral choices. In addition, the child gains information about his/her environment through direct experiential activities. Each child is provided an individualized academic program that considers individual strengths, weaknesses and learning styles.

In order to enhance the child's progress in school, the teacher of the emotionally impaired works to gain a supportive, trusting relationship with parents. The teacher contacts parents on a regular basis and also schedules parent-teacher conferences and home visits to review the student's progress.

Mainstreaming students into the regular classroom is a major responsibility of the E.I. teacher. The E.I. support team may also be involved in this process.

Students are mainstreamed where appropriate. The E.I. classroom teacher discusses possible mainstreaming options with the building principal and regular education teacher.

The E.I. teacher collaborates regularly with the mainstream teacher(s) to ensure student success.

It is also the E.I. classroom teacher's responsibility to help transition students back to their home school district.

The teacher also maintains necessary records which include:

1. Written goals and objectives
2. Lesson plans
3. Substitute folders
4. Medication instructions, etc.

## B. TEACHER ASSISTANT

The assistant's role is to facilitate learning, serve as a positive role model and generally help the teacher create a warm, safe and productive atmosphere.

Having both teacher and assistant in the classroom allows more flexibility in dealing with behavioral problems. The duties of the assistant include:

1. Carrying out specific instructional assignments in collaboration with the teacher.
2. Supporting and maintaining classroom rules.
3. Assistance to the teacher in daily preparation.
4. Participation in parent conferences and home visits.
5. Prompt intervention for behavior management.
6. Participation in team meetings and Individual Educational Planning Committee meeting and conferences as appropriate.

## C. TEACHER CONSULTANT

A teacher consultant is assigned to the Emotionally Impaired program to provide direct services to emotionally impaired students and indirect support services to the teachers and staff. The teacher consultant has a caseload of up to 25 students. Students are recommended for teacher consultant caseload by the transdisciplinary team. The major consideration for teacher consultant services are students demonstrating a significant need for work on forming relationships with adults, expressing or identifying personal feelings, performing up to academic expectations and/or increasing positive feelings about oneself.

The teacher consultant meets individually with students on a weekly basis. Sessions with the teacher consultant are designed to provide activities not easily carried out in a group session. Many sessions address problems the student is having at school and how to solve them. The teacher consultant may use different activities to help the student understand and solve the problems he/she is having. For example, the student may draw or dictate a story, put together a personal book, or construct and decorate a model. These activities improve cognitive skills as well as promote affective and social development.

In addition to these duties, the teacher consultant is a member of the transdisciplinary team. The consultant supports and assists the teachers and assistants in developing individual educational programs, selecting appropriate classroom materials and determining necessary behavioral interventions. The teacher consultant for the emotionally impaired serves as chairperson for all Indivudal Educational Planning Committee meetings for students in the emotionally impaired classroom and students leaving the emotionally impaired classroom to return to their home district.

## D. PSYCHOLOGIST

The role of the psychologist is to assist the professional staff, parents and community therapists with the total diagnostic and prescriptive needs of emotionally impaired students. The psychologist is available to provide a variety of services in such areas as: classroom observation, analysis of teaching behavior, affective education, cognitive and social/emotional development, curriculum development and prescriptive recommendations, ability assessment, personality assessment, educational assessment, interpreting psychological and neurological data, therapeutic intervention, and community psychology. A **Behavior Intervention Plan** is developed on each student served by the psychologist.

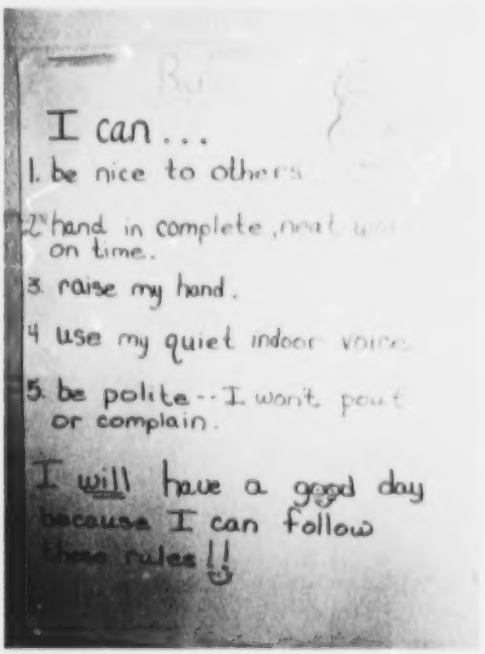
Additionally, the psychologist works closely with the social worker to increase parental involvement and expand direct services to students.

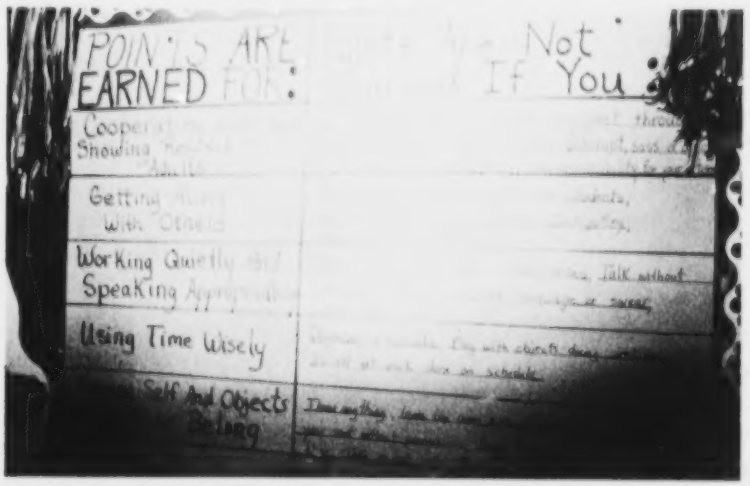
## E. SOCIAL WORKER

The social worker functions as a facilitator of affective development for the child, a consultant to teachers and parents and acts as a liaison between the community agencies and school. A primary role the social worker fulfills is as a supportive consultant in assessing and helping to implement the therapeutic educational process. Crisis Counseling is an ongoing responsibility of the social worker.

Children are seen for therapy by the social worker according to assessed needs as designated on the Individualized Educational Plan and a specific **Intervention Plan** is developed on each student. Individual and group therapy sessions are used to provide opportunities to improve those behaviors which are affecting the student's success in school. A therapeutic approach which emphasizes working with the entire "family system" is used to help both the student and the family change behaviors which interfere with school functions. The social worker is actively involved in the child's school environment in order to facilitate effective feedback and communication with the child, staff and parents.

# V. Classroom Management


I can...
1. be nice to others
2. hand in complete, neat work on time.
3. raise my hand.
4 use my quiet indoor voice.
5. be polite -- I won't pout or complain.
I will have a good day because I can follow these rules!!

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Classroom management is a very complex task. The classroom teacher has to keep in mind all of the elements which make an E.I. classroom run smoothly. These elements include all of the topics listed below.

A. **SAFETY**

All students in the Emotionally Impaired classroom need to feel "safe" in their classroom environment and need to know that they will not be hurt nor allowed to hurt others. This is clearly explained at the beginning of each year and consequences are developed through a group discussion with the students. Rules are kept simple, stated positively and posted for all to see.

B. **TRUST RELATIONSHIP**

The literature on emotionally disturbed children is replete with references to the importance of establishing a positive **trust** relationship between adults and children. Therefore, an important part of this program is the establishment of basic trust relationships between the teacher and students. Teachers and support staff demonstrate acceptance of the student through personal conversation and contact. Over periods of time the student learns that the teacher and staff will attempt to meet his/her physical/emotional needs in the most positive way possible. It is important to realize that trust relationships are developed over a period of time and may not be "in depth" for all adult/child interactions.

C. **GROUP INTERACTION**

One of the major problems of students identified as emotionally impaired is their lack of "age appropriate" social communication skills. It is necessary for the classroom teacher to provide modeling, direct instruction and prearranged classroom activities at appropriate developmental levels so that students can acquire acceptable ways of interacting. Group interaction techniques such as Circle Time, Talk Time or Sharing Time is a regular part of the classroom day. This establishes trust and safety for the group as well. Students express themselves on a selected topic and are encouraged to show meaningful feelings and share information. This process develops basic communication skills, cooperative interactions and helps students recognize individual differences.

D. **CLASSROOM CLIMATE**

The most important factors in establishing a positive learning atmosphere are **consistency** and **organization**. Emotionally impaired students respond best to an established structure. Therefore, the daily routine is discussed with the students and posted for them to see.

In addition, the classroom teacher provides consistent interactions through active teaching, voice modulation and close proximity to students. The **"ACTIVE TEACHER"** monitors student's behavior and is able to immediately respond to student's needs. The teacher and assistant do not remain behind

the desk or table. Instead they move toward the students offering and providing assistance.

The classroom atmosphere is structured to help students learn to accept their own strengths and weaknesses. Teachers model acceptance and problem solving strategies. The classroom climate can be described as warm, open, relaxed, safe, supportive, as well as structured and organized.

## E. CLASSROOM ORGANIZATION - PRIMARY

Planning is an important part of the classroom and goes on throughout the day. In the Primary Classroom the teacher posts the daily plan for the students. Students are given assignments in the content areas such as reading and math according to their ability level. Paperwork is stressed less than small group direct instruction. Projects and learning centers provide a more responsive environment. The daily learning plan allows for modification depending upon the student's immediate emotional needs. Many "hands on" experiences are provided in the afternoon. These include art projects, language experiences and science and social studies units.

## PRIMARY
## DAILY SCHEDULE

Journal Time - students write about field trips, outside activites, and then discuss it with the teacher.

Reading

Free Time

Lunch

Story Time

Art, Language, Science Activities

Fitness

## CLASSROOM ORGANIZATION - INTERMEDIATE

More teacher direction is required at the intermediate level. Because of the cognitive development and interest level of the students, academics become a more significant part of the daily educational plan. At this level, the teacher or assistant presents the daily assignment sheet to the students and discusses with them any questions they might have. Any special activities for the day are discussed at this time. Daily planning is flexible and arranged to maintain a calm atmosphere. Transitions receive special considerations so that one activity flows to another. The classroom staff constantly monitors the classroom activity level. They are especially sensitive if a student becomes anxious or overactive and they modify the student's situation as necessary.

At this level more grouping for academics and cooperative learning occur. The teacher/teacher assistant organize small groups for reading, math, social studies, science and art whenever appropriate.

Cooperation, listening, following directions, problem solving, respect for others and taking turns are stressed throughout the day.

Free time is an important part of the intermediate classroom. The amount of free time is based on each student's completion of assigned work. Students are allowed to choose from centers such as games, puzzles, pets, computers and listening to music. A maximum of two or three students may choose to go to one center. Free time allows for development of communication and social skills. Students learn the rules of games, how to share, take turns and work cooperatively.

## F. ROOM ARRANGEMENT

The room is arranged to meet a variety of individual student needs. Areas for small group instruction are designated. The room is arranged so that specific areas denote the function of the area (academic, listening, play, game, etc.).

1. Dividers or study carrels separate some students and are arranged to decrease distractibility and attention seeking behaviors.

2. When a student needs a brief separation from the group he/she goes to a "time out" chair or area.

3. Room arrangement changes as students or group needs vary.

4. Students who need the most structure have the most restrictive room environment.

## G. LIMIT SETTING AND CLASS RULES

As previously stated, the rules are formulated by the teacher and assistant with student input. The teacher determines the rules that are necessary for the class depending upon the nature of the group.

Rules are kept simple, specific and are positively stated. Examples of simple rules are:

1. Work quietly.
2. Listen to the teacher and others.
3. No hitting or kicking.

Realistic limits are set that can be maintained by the teacher and assistant. Some limits apply to the whole class and some are individual. When the student is unable to handle class or individual limits, the teacher may intervene using techniques such a redirecting, choices, problem solving or time out.

## H. BEHAVIOR MANAGEMENT

At the beginning of the year, the teacher introduces the behavioral management system. This is reviewed and adapted throughout the year. E.I. classrooms use a simlar management system. Some examples are listed below:

Children often respond to immediate and concrete rewards such as stickers or stamps. Social reinforcers such as: hugs, pats, reassuring smiles or positive statements are used throughout the day. These reinforcers help to build a positive relationship between teacher and students. EXAMPLES are as follows:

Daily awards may be earned. Daily sheets are sent home and these sometimes include individual comments. Parents are encouraged to be part of the behavioral management system and work with the teacher on follow up reinforcement.

1. In the **primary classroom** tokens or stickers are distributed throughout the day to reinforce specific positive behaviors. Tokens are collected daily and can be used to purchase items such as matchbox cars, books or snacks at the end of each day. The goal of this system is to shape and strengthen appropriate behaviors as they occur. The teacher and team meet frequently to evaluate and make modifications in the behavior intervention plan. Weekly contracts are used to reinforce appropriate behavior. Teachers spend individual time with students or take them to lunch.

2. In the **intermediate class** the student's day is divided up into four time blocks. During each interval the students' behavior is monitored and at the end of each block, points are recorded based on their overall performance. Inappropriate behaviors are identified to the student and recorded immediately. Students have their individual totals listed on the board at the end of each day. The point system and block of time is altered to accomodate those students who need immediate reinforcement. The students' behavior determines the level they are on and their choices for free time activities and privileges.

## I. METHODS OF BEHAVIOR INTERVENTION

1. Student redirects him or herself.

2. Adult redirects student.

3. Identification of the student's feelings through active listening; student resolves his own problem and continues appropriately in class.

4. Student identifies his area of frustration. Teacher offers two positive choices. Student chooses one and returns to task with or without redirection.

5. Student is unable to make an appropriate choice. Teacher identifies problem area with student and begins a problem solving strategy.

6. Student is unable to problem solve and teacher follows through with logical or natural consequences that have been agreed upon with class and individual student. Loss of privilege such as free time, cooking, etc.

7. Student becomes verbally aggressive and is unable to respond to problem solving strategies. Student is removed from the group.

8. Student becomes physically aggressive. The student is assisted until he regains self control.

At any time a student may need to be removed from the group for a "time out". If safety is involved, the group may need to be removed from the classroom until the student regains self control.

Additional behavioral strategies and interventions can be found in "Dealing with Failure and Enhancing Learning" (Appendix A)

## J. LUNCH AND RECESS PRACTICES

1. The classroom teacher or assistant remain with the students during this time. Arrangements are made for the staff to eat lunch before or after the students.

2. Students are mainstreamed with other students whenever possible.

During these unstructured situations it is often necessary for more than one person to be available for the class. The management system used in each classroom is maintained throughout the lunch period.

## K. MAINSTREAMING

Mainstreaming is encouraged whenever it is appropriate for an individual student. There are several steps that are necessary before mainstreaming occurs.

1. Achievement testing plus teacher and teacher consultant observation indicates probable success.

2. The student demonstrates behavioral readiness for mainstreaming as per the Mainstreaming Checklist (See Appendix B).

3. A team meeting is held to discuss mainstreaming.

4. An Individualized Educational Planning Committee meeting is held which includes a general education representative. Parents are informed that mainstreaming will be started.

5. The first areas considered for mainstreaming should be specials (physical education, art, music, lunch).

6. Team meetings are held to monitor and review the child's progress.

7. If the child is unable to consistently meet the guidelines of the checklist, then mainstreaming may be discontinued.

   Immediate removal will be made when a student: swears, steals, fights, or has a physical "blow out". If a student continues to have problems in the mainstreamed class, an I.E.P. will be called.

8. Mainstreaming will occur no more than one grade level below the student's chronological age.

   a. Mainstreaming teacher information - Possible methods of establishing mainstreaming:

      1. Teacher contacts administrative representative regarding mainstreaming and then makes contact with general education teacher.
      2. When special learning and emotional problems exist, additional team members may be involved.

   b. Methods for maintaining communication with regular class teachers.

      1. Weekly meeting with mainstreaming teachers.
      2. Regular informal conversation and point sheet comments by mainstreaming teacher.
      3. Assignment sheets.

   The classroom teacher and/or assistant <u>should not</u> remain with the child once the transition has been made.

## L. WHAT IS TRANSITIONING?

The transitioning of students back to their home school district begins with a review of the students in each classroom by the transdisciplinary team. The students who are selected to return are those who are determined capable of succeeding in their home school district. The following variables are reviewed by the team on an ongoing basis:

1. Success in mainstream classes.

   a. Academic functioning
   b. Social performance in nonstructured activities such as lunch or recess.

2. The students' desire to return to their home school.

3. Parents' desire to return student to the home school and their ability to work cooperatively with the receiving teacher and staff.

4. Services and program options available in the local school district.

5. Individual strengths that allow the student to be accepted in the home school district and communicty i.e., athletic ability, artistic talent or special interests that are shared with the receiving teacher.

6. Transportation and scheduling arrangements to the home school district are considered.

M. **TRANSITIONING PROCEDURES:**

1. The student should be successful in mainstream classes (such as social studies, science, language arts, math, reading, gym and music for a portion of his/her school day before return to the home school is considered. The special education and general education classroom teachers document adequate academic performance. Current information on the student's behavior and management strategies are provided to the home school.

2. The local team is notified by the supervisor of the Emotionally Impaired program of the student's possible change in placement and, if indicated, a reevaluation is completed. The E.I. team completes the Transitioning Information form. (See next page)

3. Parents are contacted and a meeting is held to discuss the transition of the student back to home school.

4. The home school teacher consultant is contacted so that a representative from the home district can observe the student.

5. Students usually return to their home school at the beginning of a semester or school year.

6. A data review is scheduled with the principal and team members and the principal selects a classroom teacher(s).

7. The classroom teacher from the E.I. program contacts the home school teacher(s) to discuss the student's academic performance and social skills. Ongoing contact is maintained between support personnel.

8. The student and parent visit the receiving school and classroom teacher.

9. An Individual Educational Planning Committee meeting is scheduled by the teacher consultant for the E.I. program. Supportive services are provided as indicated on the Individualized Educational Planning Committee report.

10. During the first months after the student returns to his/her home school, follow-up services are provided by the designated E.I. program contact person.

## TRANSITIONING INFORMATION FORM

**NAME:** _____ **BIRTHDATE:** _____

**ADDRESS:** _____ **AGE:** _____

_____

**CURRENT PLACEMENT:** _____ **GRADE:** _____

What E.I. team members have been involved with this referral?

Designated E.I. Program contact person:

Parents attitude toward return?

Pertinent family information:

Current education status:

Current intervention strategies:

_____ _____
Submitted by Date

_____ _____
Supervisor's Signature Date

A data review between the E.I. and local teams will be scheduled. The teacher consultant from the local district is responsible for arranging an E.I. classroom observation by a representative before the data review.

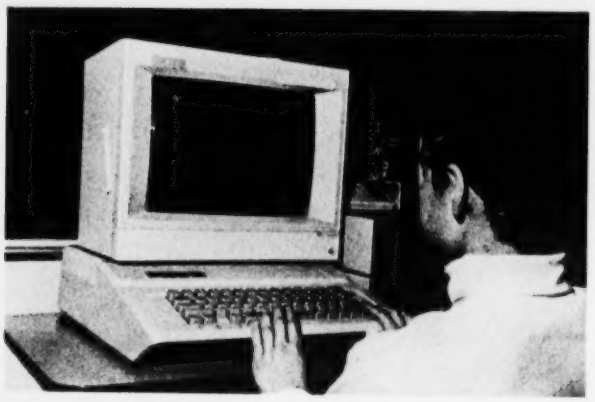
cc: Building Principal
Teacher Consultant
School Social Worker
School Psychologist

N. **FOLLOW UP**

Follow up services are provided depending upon the individual student needs. These services may include:

1. Phone contacts with the home school teacher(s).
2. Assisting in the development of a transition plan.
3. Part time placement - half day E.I. program, half day home school.
4. Teacher/Teacher consultant makes follow up visits on a regular basis (i.e., minimum once a month visits). This is usually determined at the data review.
5. A teacher assistant is assigned to assist in the regular classroom.
6. Inservice is provided to the local team members and the teacher(s).

# VI. Curriculum



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Programming for each student in the emotionally impaired classroom is a very complex task due to the wide range of experiences, cognitive abilities, academic skills and emotional needs. It is necessary to keep in mind the ongoing curriculum in the regular classroom as our goal is to be able to mainstream students and return them to the regular classroom.

The emotionally impaired classroom must have available copies of the regular classroom materials to accomodate those students who will be mainstreamed. A wide variety of special curriculum materials is needed to adapt to individual learning styles and special needs.

## A. MATHEMATICS

### 1. Program Focus At the Primary Level

Math in the Primary classroom is initially accomplished with the aid of manipulatives. These activities are designed to help the youngster progress from "hands on" association of quantities to a more abstract representation of numerals and sets. Cooperative grouping for math skills helps promote social development. Counting with manipulatives and concepts indicating position in space such as "between", "in front of" and "next to" are taught providing a basic mental framework for math concepts. One to one correspondence, recognizing and printing numbers, place value and time concepts and an understanding of math comparative terms and symbols are also taught. Each concept is introduced when the student is ready.

All of the above activities coordinate with the math objectives listed in this curriculum. A variety of materials are used to reinforce the basics of addition and subtraction. These include the Key Math program, Houghton Mifflin, Math Their Way, Mortenson Math and additional materials such as bingo, flash cards and selected computer software programs. For a complete list of these materials please see Appendix D.

Some students in the primary program are able to perform at grade level in the district's math program but are not behaviorally ready for mainstreaming. These students then progress through the district adopted math series until mainstreaming occurs.

### 2. Program Focus At the Intermediate Level

The math skills taught at this level are a continuation of those taught in the primary program. At the intermediate level, the focus is on the basic math processes of addition, subtraction, multiplication and division; also important are concepts of money and time. After basic processes are mastered, word problems are included in the programming. Integral to development of all math skills at the intermediate level is place value. A basic understanding of decimals and fractions is also needed. If youngsters achieve these skills they are typically more ready for mainstreaming into a regular class situation with confidence that they can handle the material. For a complete list of curriculum materials see Appendix D.

Many students in the intermediate program are able to perform at grade level in the district math program but are not behaviorally ready for mainstreaming into a regular class. These students then progress through the district's adopted math series until they are mainstreamed.

## B. LANGUAGE ARTS

### 1. Program Focus at the Primary Level

Language Arts at the primary level begins with teaching the relationship between the spoken word and the written word. The students are taught that reading is "words written down". Chart stories and the use of the language experience approach help the young student understand this relationship between the spoken word and how it becomes reading. Language experience stories are a central part of the program. For example, students may go to the park and come back and draw a picture and dictate a story to the teacher. Language experience activities such as cooking, collecting outdoor objects, and other experiences in the child's immediate environment are emphasized.

For a listing of language experience activities see Appendix C.

Attentional skills, following directions and recall of information are integrated into all curriculum areas.

Basix reading skills such as decoding, beginning phonics skills, letter identification and printing skills are introduced as the student becomes ready.

### 2. Program Focus at the Intermediate Level

Language Arts at the intermediate level is more complex due to the wide range of abilities in writing and reading skills. The focus at this level is on reading and the written word. Students learn to synthesize information utilizing inference, contextual clues, and sequencing skills.

Some intermediate students need beginning phonics and word attack skills. Each student is taught at his/her instructional level using his/her individual areas of interest. Many students at the intermediate level need to develop better listening skills.

Creative writing is taught through story starters, actual experineces and stories they've read. Selected computer software is used to enhance creative writing skills. Reference skills are also introduced at this level.

For the Language Arts period students are divided into small groups according to their instructional levels.

Manuscript and cursive writing are taught through various methods of instruction. Journal writing and book reports as well as other forms of written instruction are an integral part of the curriculum.

## C. SOCIAL STUDIES AND SCIENCE

### 1. Program Focus at the Primary Level

The Social Studies and Science program at the primary level is based on an experiential approach. Social Studies experiences include: becoming familiar with the school environment, exploring the community, and understanding our place in the community. Special emphasis is placed on the child's relationship within the family. Science concepts taught at the primary level include body awareness, knowledge of surroundings such as seasonal changes, and simple concepts of plants and animals.

### 2. Program Focus at the Intermediate Level

Many of our students need to increase their knowledge of family relationships, place in the family and an understanding of their own city and state. These areas are explored with the students and projects and activities are developed which expand the concepts. Social Studies at the intermeidate level involves an introductory overview of the traditional Social Studies curriculum. These include: the United States, regions of the world, cultures, climate, and familiarity with maps and map reading.

The intermediate level science focuses on topics of interest to the students. Some units often of interest are collecting nature items such as rocks, shells, and insects, study of the human body, raising and caring for pets and the study of stars and planets. Basic units are developed from a wide variety of science materials. A basic textbook and workbook are used and experiments of interest to the students are performed. A Health textbook and workbook are used at this level. Special health issues are addressed as necessary.

Many of our students can be mainstreamed for these social studies and science areas. In general education classes these subjects often involve more auditory presentation of topics such as group discussion, films, field trips and other activities. This type of teaching provides the best atmosphere for reintroducing a student to regular education.

## D. MICROCOMPUTER USE IN THE E.I. CLASSROOM

Computers are a vital part of our E.I. Curriculum. We find them useful in promoting all areas of student development including: affective, cognitive and psychomotor. Each elementary room has a computer with a printer. Teachers are in-serviced in the use of computers and the acquisition of software. Students learn basic computer usage and computer-time is scheduled for each student on a regular basis.

### Why Use a Computer?

A computer provides immediate feedback to the students.

A computer allows students to learn and make mistakes in privacy without the fear of humiliation or reprisals.

A computer gives a feeling of accomplishment that can be shared with others: "Hey, look what I did!" "Gee, I did this all by myself."

A computer can be used to set up purposeful social interactions: students teach each other how to run certain programs or two students cooperate to make the most of shared computer time.

A computer motivates students to complete work quickly and accurately for extra computer time.

A computer uses visual, motor and auditory senses simultaneously.

A computer can be used to review and practice skills previously taught.

A computer provides instructional simulations not normally possible in the classroom.

A computer adds to curriculum areas not normally taught by E.I. teachers: typing, word processing, computer literacy.

Seclecting Hardwa e and Software

Computers can do all of the above if and only if you use the right software. With the wrong software, computers rapidly lose their special charm and become just a textbook on a television screen. To select the right computer we first look at the appropriate software. A good software program must do all or at least most of the following:

1. Be compatible with our selected hardware
2. Be educationally sound
3. Be easy to use
4. Make use of the special features of a computer
5. Be user friendly (for teachers and students)

The most successful programs we've found also:

1. Have very good visual effects
2. Reward correct responses - visually/auditorily
3. Have some type of printed product the student can take with him/her
4. Adapt to a variety of levels

Software - A List of Suggested Basics:

The following is a sample of a core group of software programs we found to fit the above criteria and suggest as fundamental programs for an elementary E.I. classroom. Not all titles are necessary but rather one or more programs from each area would provide a well rounded starter set for an elementary classroom. See Appendix E for a complete list of recommended software.

**Math**

Math and Me
Math Blaster Plus
Milliken Math Sequences
Money
S.R.A. Math
Scott Foresman Math

**Language Arts**

Children's Writing and Publishing
Hartley/Scuffy & Friends Series
Reader Rabbit
Reading and Me
Steps to Comprehension

**Graphics**

Print Shop
Stickybear Printer
Walt Disney Card & Party Shop

**Wordprocessing**

Bank Street Writer
Magic Slate

**Teacher Utility**

Certificate Maker
CrossWord Magic
Labels, Lists & Letters
Puzzles & Posters

**Hardware - The Big Decision**

In selecting appropriate computer hardware the following becomes the most significant:

1. Compatible with desirable/available software

Also important for hardware selection is:

2. Durability/reliability
3. In-service availability
4. Availability of repair services
5. Ease of use for teacher/students

Our E.I. classrooms have selected Apple hardware as our computer of choice. All of our software runs on the Apple IIe computer. The major publishing companies continue to refurbish the supply of new educational software. Other districts in our areas have committed themselves to Apple hardware making in-service and repairs readily available locally. Our teachers appreciate Apple's clear and easy directions and their reliability and durability in a classroom of E.I. students.

**Getting Beyond the Basics with Computers**

The biggest problem with using microcomputers in the classroom is keeping up to date. Changes in hardware and new educational software are happening so quickly, it takes time to find out what's newly available and its appropriateness with students. Methods of keeping up to date with computers can include:

Computer magazines such as "Incider" and "Creative Computer Learning" offer software reviews, information on hardware and software application and publishers advertisements. These ads are great ways to learn about what's new on the horizon for computer users.

Computer software previewing sources are sometimes difficult to find but they are vital to making good software choices. Teachers need to be able to try out a program themselves before ordering, as software samples are rare and returns are often difficult to make. Sources for previewing software include: individual software publishers like Sunburst or Scholastic, software wholesale distributors, local software computer stores, educational exhibitions at conventions, other teachers using computers or computer-user clubs.

It is worth the effort to find a way to preview software before purchase as mistakes can be costly. An example of the best source our department has found for previewing and purchasing software is the "Learning Center" in Ann Arbor, Michigan. This computer store has a wide selection of software with friendly, helpful staff who are knowledgeable about education and computers. They allow previewing in their store, will bring software to your district for in-service (with small charge) and are trying to get a circulating preview library of software started.

Inservice is crucial to keeping up with the computer field. The following topics require on-going inservice: extending hardware knowledge, sharing innovative uses for specific software titles and developing methods of using computers in various curriculum areas. Our teachers are provided computer inservice several ways. They attend appropriate state and local conventions on a regular basis. State computer conferences like Michigan Association for Computer Users in Learning offer a wide menu of needed inservice at a variety of computer user levels. Our local and intermediate school districts have also been good sources for computer training.

**Computer Trouble Shooting**

When using computers, you always run into "glitches" or problems with hardware and software. Our first and most reliable source for problems solving is our intermediate school district's SELMC/REMC personnel. If these people can not assist us with a particular question, we feel in good

conscience we can contact the publisher directly with our questions. We have found, after quickly exhausting local resources, a phone contact to the person(s) who developed or distributes the software is most helpful. We try not to spend too much time on solving a particular problem that may be beyond our computer knowledge. A team approach to computer problems is often most successful.

## E. AFFECTIVE DEVELOPMENT

All learning has affective components. Developing positive attitudes can significantly improve the quality of school life and decrease problems in the classroom. It should be emphasized that a student's affect and cognition cannot be separated. Each affective behavior has a cognitive counterpart, and for every cognitive outcome there are changes in affect. The experiencing of positive emotions and a sense of fulfillment is an essential educational outcome.

The program's affective goals will consider the following areas: building trust, improving attention span, developing organizational skills, increasing problem solving skills, improving self concept, managing frustration, controlling impulses, promoting accountability for one's actions, maintaining contact with reality and improving interpersonal relationships.

Affective development is ongoing throughout the day. In the program children's feelings are identified for them, recognized as being acceptable and they are given alternatives for dealing with these feelings such as verbalizing the feeling or getting involved in another activity.

Structured materials such as Duso and the Care Bear book series on feelings and family problems are used.

The psychologist, social worker, teacher consultant and speech and language therapist(s) provide affective education and pragmatic communication and social skills training in group settings at the primary and intermediate levels.

Group discussions revolve around relationships with peers and adults.

## F. SOCIAL SKILLS

More formalized social skill training takes place at the primary and intermediate levels. It is felt that through the teaching of specific social skills and behavioral responses that students will become more successful in social contexts, will gain in self control, and will experience change in thoughts and emotions. This combination of affective education, communication and social skills training provides the optimum environment for acquiring and applying more adaptive feelings and behaviors. Specific programs such as Goldstein's Skill Streaming approach, Walker's Social Skills Curriculum, Social Skills in the Classroom and other materials dealing with social skills training are found in Appendix F.

# VII. Parent Involvement

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## A. PARENT INVOLVEMENT

The Emotionally Impaired program is committed to ongoing parent involvement as basic to each student's growth and development. Parents can frequently be very helpful in providing information and assistance in the development of the child's program. Parents also have the need to know what/how their child is doing in the classroom. This includes both positive and negative reports. Information about community resources is available for parents who request additional supportive services.

## B. COMMUNICATION

Ongoing communication is achieved through a variety of means.

1. Parent conferences are scheduled and designed to:

    a. inform parents about the Emotionally Iimpaired program and its behavior management techniques
    b. to provide increased awareness of the ways to use these techniques at home
    c. discuss the primary concerns of the family and
    d. increase rapport

2. Contact with parents should be maintained regularly through:

    a. letters, notes, and daily progress reports
    b. phone contacts
    c. conferences and annual review
    d. home visits

3. Parents are involved in the implementation of the Emotionally Impaired program through:

    a. helping develop goals and the Individual Educational Plan
    b. providing information about appropriate consequences and reinforcers used in the behavior program
    c. invitation to participate in staff training and inservices
    d. videos on pertinent topics

## C. INFORMAL PARTICIPATION

Parents are encouraged to participate in their child's program by:

1. attending parent teas
2. serving as room parents
3. accompanying students on field trips

Parent involvement is an integral part of the E.I. program and we are continually working to improve our relationships with the parents. Parents need to develop a trust of the E.I. classroom teacher and support team. A variety of activities are scheduled to develop a trust relationship with parents.

# VIII. Goals And Objectives

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JACKSON COUNTY INTERMEDIATE SCHOOL DISTRICT
EMOTIONALLY IMPAIRED PROGRAM
ANNUAL GOALS AND SHORT TERM OBJECTIVES

____1. AG: INCREASE/REINFORCE AUDITORY SKILLS:
____A. STO: The student will demonstrate attentional skills.
____B. STO: The student will identify materials presented auditorily.
____C. STO: The student will follow oral directions.
____D. STO: The student will recall appropriate information from an oral presentation.
____E. STO:
____F. STO:

____2. AG: INCREASE/REINFORCE DECODING SKILLS:
____A. STO: The student will improve readiness skills.
____B. STO: The student will improve phonetic analysis skills.
____C. STO: The student will improve structured analysis skills.
____D. STO: The student will improve use of context clues.
____E. STO: The student will increase sight vocabulary.
____F. STO: The student will improve oral reading.
____G. STO:
____H. STO:

____3. AG: INCREASE/REINFORCE READING COMPREHENSION SKILLS:
____A. STO: The student will recall information from a story read.
____B. STO: The student will be able to follow written directions.
____C. STO: The student will identify main idea of story read.
____D. STO: The student will be able to understand the meaning of unfamiliar vocabulary found in a paragraph read.
____E. STO: The student will arrange words, sentences and paragraphs into proper sequence.
____F. STO: The student will make inferences on given reading selections.
____G. STO: The student will demonstrate knowledge of punctuation marks when reading.
____H. STO:
____I. STO:

____4. **AG: INCREASE/REINFORCE REFERENCE AND STUDY SKILLS:**
- ____A. **STO:** The student will demonstrate the ability to use a dictionary correctly.
- ____B. **STO:** The student will demonstrate the ability to use an encyclopedia correctly.
- ____C. **STO:** The student will show an understanding of the library.
- ____D. **STO:** The student will locate and use reference sections within a textbook.
- ____E. **STO:**
- ____F. **STO:**

____5. **AG: INCREASE/REINFORCE FINE MOTOR SKILLS:**
- ____A. **STO:** The student will demonstrate legibility when manuscript writing.
- ____B. **STO:** The student will demonstrate legibility when using cursive writing.
- ____C. **STO:** The student will demonstrate visual-motor integration ability commensurate with his age level.
- ____D. **STO:** The student will write using correct manuscript letter form.
- ____E. **STO:**
- ____F. **STO:**

____6. **AG: INCREASE/REINFORCE SPELLING SKILLS:**
- ____A. **STO:** Improve use of phonetic skills and rules for spelling.
- ____B. **STO:** The student will learn to spell nonphonetic sight words from memory.
- ____C. **STO:** The student will demonstrate practical application of spelling skills mastered.
- ____D. **STO:**
- ____E. **STO:**

____7. **AG: INCREASE/REINFORCE WRITTEN LANGUAGE:**
- ____A. **STO:** The student will identify basic parts of speech and sentence types.
- ____B. **STO:** The student will write a complete sentence.
- ____C. **STO:** The student will write a paragraph.
- ____D. **STO:** The student will write a multiparagraph story.
- ____E. **STO:** The student will write a report.
- ____F. **STO:** The student will monitor for errors of his own written language.
- ____G. **STO:**
- ____H. **STO:**

____8. AG: INCREASE/REINFORCE MATH CONCEPTS:
- ____A. STO: The student will demonstrate an understanding of math readiness skills.
- ____B. STO: The student will demonstrate an understanding of basic math concepts.
- ____C. STO:
- ____D. STO:

____9. AG: INCREASE/REINFORCE MATH COMPUTATION SKILLS:
- ____A. STO: The student will solve addition problems.
- ____B. STO: The student will solve subtraction problems
- ____C. STO: The student will solve multiplication problems.
- ____D. STO: The student will solve division problems.
- ____E. STO: The student will solve fractional problems.
- ____F. STO: The student will memorize facts at an automatic level.
- ____G. STO:
- ____H. STO:

____10. AG: INCREASE/REINFORCE PRACTICAL MATH SKILLS:
- ____A. STO: The student will solve story problems.
- ____B. STO: The student will master time telling skills.
- ____C. STO: The student will demonstrate an understanding of calculator use.
- ____D. STO: The student will master money skills
- ____E. STO: The student will demonstrate an understanding of measurement.
- ____F. STO: The student will demonstrate an understanding of graphs.
- ____G. STO:
- ____H. STO:

____11. AG: INCREASE/REINFORCE WORK HABITS:
- ____A. STO: The student will submit neat, accurate, complete work.
- ____B. STO: The student will attend, correct and continue to complete tasks using independent behavior skills.
- ____C. STO: The student will follow directions.
- ____D. STO: The student will recognize and evaluate personal work habits.
- ____E. STO: The student will maintain a physically clean environment.
- ____F. STO:
- ____G. STO:

____12. AG: INCREASE/REINFORCE RELATIONSHIPS BETWEEN SELF AND OTHERS IN THE SCHOOL ENVIRONMENT:

____A. STO: The student will discriminate between appropriate and inappropriate behavior.

____B. STO: The student will express feelings and behavior appropriately.

____C. STO: The student will discuss and identify social cues and state how to use them.

____D. STO: The student will list and describe ways to change behavior.

____E. STO: The student will demonstrate respect for rights of others.

____F. STO: The student will list strengths, weaknesses and goals for self.

____G. STO: The student will state abilities in realistic terms.

____H. STO:

____I. STO:

____13. AG: INCREASE/REINFORCE INTERACTION WITH SOCIETIES' RULES AND REGULATIONS:

____A. STO: The student will list, describe and abide with rules and laws.

____B. STO: The student will follow classroom rules.

____C. STO: The student will demonstrate appropriate social behaviors in the community.

____D. STO:

____E. STO:

## BASIC CLASSROOM PERFORMANCE OBJECTIVES

STUDENT NAME: _____ GRADE: _____

METHODS OF EVALUATION

A. Standardized test

B. Criterion referenced test

C. Informal tests

D. Teacher observation and charting

E. Student work samples

F. Support personnel evaluations

G. Behavioral checklist

H. Regularly scheduled conference with regular education teachers

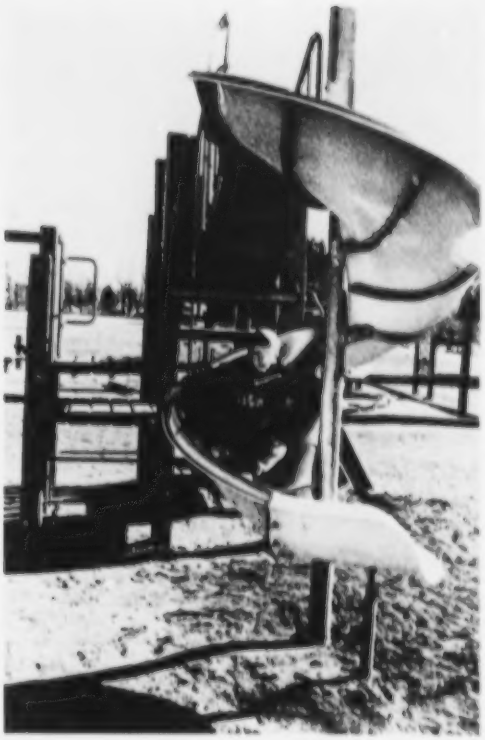
ADDITIONAL RESOURCES FOR PERFORMANCE OBJECTIVES

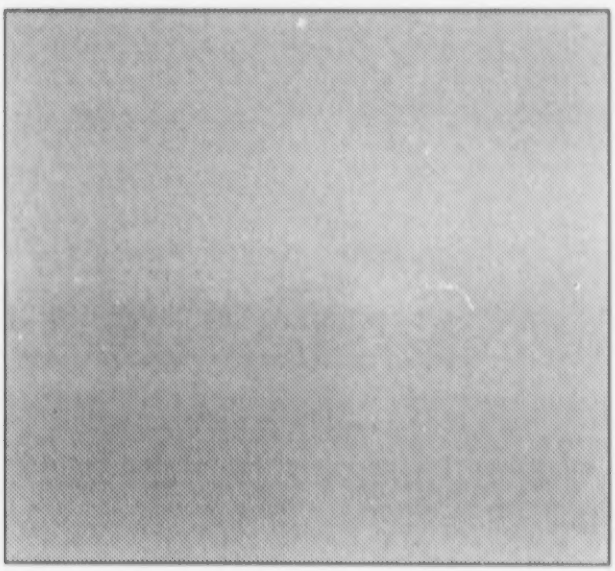
A. Washtenaw Intermediate Secondary Performance Objectives

B. Grand Ledge Performance Objectives

C. MEAD Performance Objectives

# IX. Appendix





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# APPENDIX A
# DEALING WITH FAILURE AND ENHANCING LEARNING

## DEALING WITH FAILURE AND ENHANCING LEARNING

The relationship between students' affective experiences and academic success are well documented. Studies have found that students' negative feelings are often linked with perceived task incompletion and failure. When students are working on individualized materials, for example, there are many instances of temporary failure or uncertainty resulting in increased anxiety. The following list of statements are derived from a broad base of sources relating to learning theory, academic programming, and behavioral intervention which may be of use in diminishing conditions which promote failure yet enhance learning and cooperation.

Participation and activity enhance learning.

A person learns best what has meaning for him/her.

The best time to learn something is when it is useful to us.

Security and success make learning more probable.

Conformity and rigidity are the enemies of creativity.

Autocratic teaching may lead to dependence, apathy, or defiance.

The process of learning is as important as the product.

Threat and punishment often produce avoidance behavior.

Teach organizational skills directly.

Provide acceptance, help children feel worthy of help.

Be flexible enough to alter performance demands if the child is frustrated or failing.

Recognize the child for partially correct responses.

Emphasize cooperation over competition.

Give the purposes for assignments.

Pre-teach vocabulary.

Seek to provide immediate feedback.

Generalization must be planned and sequenced as a part of the intervention process.

Teach social skills that will be naturally reinforced by peers and are reinforcing to peers.

Allow the child time during the day to concentrate on personal interests.

Classroom rules must be attainable, enforceable, reasonable, consistently enforced and maintain the dignity of the child.

Help the child to negotiate transitions between activities.

Tolerance to frustration is a developmental skill and can be taught.

Avoid needless restraint and confinement.

Offer the child a way of aggravating situations.

CATCH SOMEBODY DOING SOMETHING GOOD.

Treat the child the way you would like to be treated.

Rules and guidelines need to be taught, not assumed.

Teach students to reinforce themselves.

When encountering a problem use only the least power necessary to deal with it.

Replace punishment with consequences and empathy.

Our goal is teaching children more mature ways of expressing their emotions, not repressing them.

## APPENDIX B
## MAINSTREAMING CHECKLIST

## MAINSTREAMING CHECKLIST

____ Student can follow directions given.

____ Student is in control physically (does not blow up).

____ Student is able to use the teacher as a resource.

____ Student is able to transfer from the Emotionally Impaired teacher to an alternate authority figure.

____ Student is willing to particpate.

____ Student is able to move from one room to another without assistance.

____ Student is able to handle the tasks required in the integration.

____ Student is able to handle changes in structure (loudness level, movement, transitions).

____ Student responds to peers in generally appropriate manner.

____ Student is responsible for class materials.

____ Student has skills necessary to demonstrate reasonable success in integrated content area.

____ Student completes tasks regularly required in integration.

____ Student remains on task in integration.

____ Student is behaviorally comparable to others in integrated class.

____ Student assumes responsibility for going to class on time after a reasonable adjustment period.

# APPENDIX C
# LANGUAGE EXPERIENCES

## WHAT ARE LANGUAGE EXPERIENCES?

Talking with others about personally meaningful experiences.

Describing objects, events and relations.

Expressing feelings in words.

Having one's own spoken language written down by an adult and read back.

Language experiences are an ongoing part of the primary classroom. The speech and language therapist and the classroom teacher work cooperatively to help children understand basic concepts, build vocabulary, describe their experiences, record their experiences and read them. They describe what they will do, talk about what they are doing and what they did.

## FINGER JELLO

A. **FUTURE TENSE**

1. We will make finger jello shapes
2. We will need finger jello and cookie cutters.
3. We will cut out different shapes of jello with our cookie cutters.
4. We will touch (feel) the jello.
5. We will eat our jello shapes. Yummy, Yummy!

B. **PRESENT TENSE IS USED DURING THE LANGUAGE EXPERIENCE**

C. **PAST TENSE**

1. We made finger jello shapes.
2. We needed finger jello and cookie cutters.
3. We cut out different shapes of jello with our cookie cutters.
4. We touched (felt) the jello.
5. We ate our jello shapes. Yummy, Yummy!

# APPENDIX D
# SUBJECT AREA MATERIALS LIST

## PRIMARY LEVEL
## MATH CURRICULUM AND MATERIALS

1. **BASIC TEXTS**

   Handmade Materials
   Houghton Mifflin Series (K-12)
   Key Math - Early Steps Program by American Guidance Service (AGS)
   Math Their Way
   Mortenson Math

2. **VARIETY OF MANIPULATIVE LEARNING GAMES**

   Bingo
   Calendar
   Number lines
   Flashcards
   Manipulatives - counting sticks, counting blocks, floor footprints to count on, weight and height charts, clocks
   Games - Candyland, Chutes and Ladders

3. **APPLE IIe COMPUTER:**

   Scott Foresman Math Software

## INTERMEDIATE
## MATH CURRICULUM AND MATERIALS

1. **BASIC TEXTS**

   Milliken Textbooks
   Milliken Workbooks
   Math Their Way

2. **SUPPLEMENTARY TEXTS**

   Quizmo - Math Bingo
   Math Games - Racko, Uno, Yahtzee
   Manipulatives - flashcards, counting blocks, tangrams
   Instructional Fair - Understanding and Solving Story Problems

3. **APPLE IIe COMPUTER**

   Alligator Mix - DLM
   MECC Math
   Milliken Math Sequences

## PRIMARY
## LANGUAGE ARTS

1. **BASIC TEXT**

   Houghton Mifflin Reading Series

   Random House - Structural Reading
   Stern/Gould/Stern

   Flannel Board

   Frank Schaffer Ditto Books

   Young Children in Action - High Scope Press
   Child's Daily Written Plan

   Cove Phonics Series

   D'Nealian Manuscript and Cursive

   Frank Shaffer Reading for Meaning Dictionary Skills

2. **LANGUAGE EXPERIENCE ACTIVITIES** - Resource Books

   Action Experiences
   Schaumburg Early Education

   Language Experience Activities
   Jackson County Intermediate School District Speech Department

   Program Overview and Curriculum Guide for Physically or Otherwise Health Impaired
   Jackson County Intermediate School District and Jackson Public Schools

   Read-Along Books with Records

3. **SUPPLEMENTARY MATERIALS**

   Weekly Reader

   Puppets and Games

   Easy Reader Books and Group add on Stories

   Computer - Apple IIe - Magic Slate

   Memory Games

   Sharing on Circle Time

## INTERMEDIATE
## LANGUAGE ARTS

1. **BASIC TEXT**

Curriculum Associates - Language Skills Series

Modern Curriculum Press - Phonics Series

Barnell Loft Skills Series

Scott Foresman Focus - Reaching for Success

Laidlaw Brothers - Success in Spelling Series

D'Nealian Handwriting Books

2. **SUPPLEMENTARY MATERIALS**

Games - Spill and Spell, Scrabble, Word Yahtzee

Read-Along Books with Records

Frank Shaffer Ditto Books

Teacher Created

Creative Teaching Press - The Writing Process Sequential Skills - Books 1-6

3. **APPLE IIe COMPUTER DISKS**

Children's Writing and Publishing - The Learning Co.

Magic Slate - Sunburst Communications

Grammar Gremlins - Parts 1, 2, 3 - Davidson

Verbs - Hartley

Fay's Word Rally - Kidsoft Computerware

Print Shop - Broderbund

Create with Garfield - DLM

## PRIMARY AND INTERMEDIATE

### SOCIAL STUDIES

1. **DISTRICT SOCIAL STUDIES PROGRAM**

   Map Skills - Modern Curriculum Press

   History Worksheets

   Heros Word Search

### HEALTH/SCIENCE

1. **BASIC TEXT**

   Accent of Science
   Charles E. Merrill Publishing Co.

   Science - Modern Curriculum Press

2. **SUPPLEMENTARY MATERIALS**

   Color-Cut-Paste Body Parts - Frank Shaffer

   Scott Foresman Health and Science Textbooks and Workbooks

   Mostly Me - Good Apple

   All About Me - Educational Insights

   Awards - Frank Shaffer

# APPENDIX E
# SELECTED SPECIAL EDUCATION SOFTWARE

## MICROCOMPUTER SOFTWARE

| CATEGORY | TITLE | COMPANY | LEVEL |
|---|---|---|---|
| Graphics | Create with Garfield | DLM | Elem./Sec. |
| | Koala Pad | Koala Technologies | Elem./Sec. |
| | Micro Illustrator | Island Graphics | Elem./Sec. |
| | Prince | Baudville | Secondary |
| | Print Shop | Broderbund Software | Secondary |
| | Print Shop Companion | Broderbund Software | Elem./Sec. |
| | Printmaster | Unison | Elem./Sec. |
| | Slide Shop | Scholastic | Secondary |
| | Stickybear Printer | Weekly Reader | Elementary |
| | Superprint | Scholastic | Elem./Sec. |
| | Toyshop | Broderbund Software | Secondary |
| | Walt Disney Card and Party | Bantam | Elementary |
| Language Arts | Adventures In Space | Grolier | Elem./Sec. |
| | Be A Writer | Sunburst | Elementary |
| | Chariots, Cougars & Kings | Hartley | Elementary |
| | Early Games | Springboard | Elementary |
| | Frogs and Dogs | Hartley | Elementary |
| | Functional Reading Skills | Steck-Vaughn Co. | Elementary |
| | Grammar Gremlins | Davidson | Up El/Sec. |
| | I Can Write | Sunburst | Elementary |
| | Kidwriter | Spinnaker | Elementary |
| | Kitten, Kids and A Frog | Hartley | Elementary |
| | Magic Slate Typestyles | Sunburst | Elem./Sec. |
| | Magic Spells | Learning Co. | Elem./Sec. |
| | Muppet Wordbook | Sunburst | Elementary |
| | Muppets on Stage | Sunburst | Elementary |
| | Newsroom | Springboard | Sec./Adult |
| | Passageways to Comprehension | Publishing Concepts | Elementary |
| | Primary Steps to Comprehension | Publishing Concepts | Elementary |
| | Reader Rabbit | Learning Company | Elementary |
| | Reading and Me | Davidson | Elementary |
| | Scuffy and Friends | Hartley | Elementary |

| | | | |
|---|---|---|---|
| | Secrets of Science Island | Grolier | Elem./Sec. |
| | Spelling Courseware | Steck-Vaughn Co. | Elem./Sec. |
| | Stickybear ABC | Weekly Reader | Elementary |
| | Stickybear Opposites | Weekly Reader | Elementary |
| | Stickybear Reading | Weekly Reader | Elementary |
| | Tales of Me | Grolier | Elem./Sec. |
| | Tim and the Cat | Hartley | Elementary |
| | Touch N' Write | Sunburst | Elementary |
| | Treasure Hunter | Grolier | Secondary |
| | Who, What, Where, When | Hartley | Elementary |
| | Wizard of Oz | Pendulum Press | Elementary |
| | Word Radar | DLM | Secondary |
| | Wordman | DLM | Secondary |
| | Write With Me | Sunburst | Elem./Sec. |
| | Writer Rabbit | Learning Company | Elementary |
| Math | Alien Addition | DLM | Elementary |
| | Demolition Division | DLM | Elementary |
| | Dragon Mix | DLM | Elementary |
| | First Shapes | First Byte | Elementary |
| | Mastering Math Worksheet Generator | MECC | Elem./Sec. |
| | Math and Me | Davidson | Elementary |
| | Math Mileage | CBS Software | Secondary |
| | Math Rabbit | Learning Company | Elementary |
| | Math Shop | Scholastic | Elem./Sec. |
| | Mathblaster Plus | Davidson | Secondary |
| | Memory Math | Hartley | Elementary |
| | Millikin Math Sequence | Milliken | Elem./Sec. |
| | Minus Mission | DLM | Elementary |
| | The Money Series | Hartley | Elem./Sec. |
| | SRA Math Drill & Instruction | SRA | Elem./Sec. |
| | Stickybear Math | Weekly Reader | Elementary |
| | Stickybear Numbers | Weekly Reader | Elementary |
| | Stickybear Shapes | Weekly Reader | Elementary |
| | Success with Math | CBS Software | Elementary |
| | Survival Math | Sunburst | Secondary |

| | | | |
|---|---|---|---|
| Social Studies | Carmen SanDiego (Series) | Broderbund Software | Secondary |
| | Cross Country U.S.A. | Didatech | Secondary |
| | The Great Maine to California Race | Hayden | Secondary |
| | MECC Social Studies, #704 | MECC | Elementary |
| | Stickybear Town Builder | Weekly Reader | Elementary |
| | Timeliner | Tom Snyder Prod. | Elem./Sec. |
| Science | Adventures In Flesh | Krell | Secondary |
| | Body In Focus | CBS Software | Secondary |
| | Great Science Knowledge Race Game | Focus Media | Secondary |
| | Heart Similator | Focus Media | Secondary |
| | Operation: Frog | Scholastic | Secondary |
| | Science Tool Kit | Broderbund Software | Secondary |
| Word Processing | Bank Street Writer | Broderbund Software | Elem./Sec. |
| | Bank Street Writer III | Scholastic | Elem./Sec. |
| | Children's Writing/Publishing | Learning Company | Elem./Sec. |
| | Magic Slate | Sunburst | Secondary |
| | Muppet Slate | Sunburst | Elementary |
| | Smooth Talker (GS) | First Byte | Elem./Sec. |
| | Talking Text Writer | Scholastic | Elementary |
| Miscellaneous | Apple Logo II | Apple | Secondary |
| | Award Maker | Baudville | Elem./Sec. |
| | Bank Street Filer | Broderbund Software | Elem./Sec. |
| | Car Builder | Weekly Reader | Up El/Sec. |
| | Certificate Maker | Springboard | Elem./Sec. |
| | Crossword Magic | Mindscope | Up El/Sec. |
| | Individualized Study Guide | American Publisher | Up El/Sec. |
| | Kids at Work | Scholastic | Elementary |
| | Kidstime II (IIGS) | Great Wave | Elementary |
| | Labels, Letters, Lists | MECC | Elem./Sec. |
| | Mastertype | Scarborough | Secondary |
| | Mavis Beacon Teachers Typing | Software Toolworks | Elem./Sec. |
| | Microtype Paws | Southwestern | Elementary |
| | Microzine | Scholastic | Elem./Sec. |
| | Publish It! 3 | Timeworks | Secondary |

| | | | |
|---|---|---|---|
| | Puzzles and Posters | MECC | Elem./Sec. |
| | Stickybear Typing | Weekly Reader | Elem./Sec. |
| | Type to Learn | Sunburst | Elem./Sec. |
| Hardware/Add Ons | Cassette Control Device | Hartley | Elem./Sec. |
| | Echo Speech Synthesizer | Street Electronic | Elem./Sec. |
| | Koala Pad | Koala | Elem./Sec. |
| | Muppet Learning Keys | Sunburst | Elementary |
| | Power Pad | Chalkboard | Elem./Sec. |

# APPENDIX F
# SELECTED AFFECTIVE/PARENT INVOLVEMENT MATERIALS

## AFFECTIVE CURRICULUM MATERIALS

**AFFECTIVE AND SOCIAL SKILLS:**

Children in Crisis Series

Understanding Differences

"What Do I See When I See Me"

Everyday Problems of Young Children

Magic Circle Human Development Program

Thinking, Changing, Rearranging-Improving Self-Esteem in Young People

DUSO: Developing Understanding of Self and Others

Understanding Early Childhood Series

Activities for Exploring Conflict and Aggression

(ACCEPTS) A Curriculum for Children's Effective Peer and Teacher Skills

Skillstreaming the Elementary School Child - A Guide for Teaching Prosocial Skills

Social Skills in the Classroom - Thomas Stephens

## SELECTED REMC 15 MATERIALS

| | |
|---|---|
| SE 0327 | CONFLICTS - FROM ME TO WE: GROWING UP WITH OTHERS |
| SE 0442 | DUSO I - DEVELOPING UNDERSTANDING OF SELF & OTHERS KIT |
| SE 0443 | DUSO II - DEVELOPING UNDERSTANDING OF SELF & OTHERS KIT |
| SE 0483 | EVERYBODY CRIES SOMETIMES |
| SE 0494 | FEELIN' FREE |
| SE 2079 | FEELING FREE CLASSROOM KIT |
| KT 0172 | FIRST THINGS: A STRATEGY FOR TEACHING SOCIAL REASONING |
| KT 0173 | FIRST THINGS: A STRATEGY FOR TEACHING VALUES |
| SE 0507/ KT 0166 | FIRST THINGS: BUT IT ISN'T YOURS |
| KT 0167 | FIRST THINGS: GUESS WHO'S IN A GROUP! |
| KT 0168/ SE 0508 | FIRST THINGS: HOW CAN YOU WORK THINGS OUT? |
| SE 0510/ KT 0171 | FIRST THINGS: HOW DO YOU KNOW WHAT'S FAIR? |
| SE 0511/ KT 0169 | FIRST THINGS: HOW DO YOU KNOW WHAT OTHERS WILL DO? |
| SE 0509/ KT 0170 | FIRST THINGS: HOW WOULD YOU FEEL? |
| SE 0512/ KT 0174 | FIRST THINGS: THAT'S NO FAIR! |
| SE 0516/ KT 0175 | FIRST THINGS: THE TROUBLE WITH TRUTH |
| SE 0513/ KT 0176 | FIRST THINGS: WHAT DO YOU DO ABOUT RULES |
| KT 0177 | FIRST THINGS: WHAT DO YOU EXPECT OF OTHERS? |
| KT 0178 | FIRST THINGS: WHAT HAPPENS BETWEEN PEOPLE? |
| SE 0514/ KT 0179 | FIRST THINGS: WHO DO YOU THINK YOU ARE? |
| SE 0517/ KT 0180 | FIRST THINGS: YOU GOT MAD, ARE YOU GLAD? |
| SE 0518 | FIRST THINGS: YOU PROMISED! |
| SE 2331 | GOT TO BE ME - A PERSONAL IDENTITY & SELF AWARENESS PROGRAM FOR YOUNGER ELEMENTARY STUDENTS |
| SE 3479 | IAM, I CAN, I WILL - MR. ROGERS |
| SE 1881 | I AM SPECIAL SONG STORIES |
| VH 2674 | IF PARENTS DRINK - YOU'RE NOT ALONE |
| SE 0717 | IT'S O.K. TO BE ME - LEARNING ABOUT VALUES THROUGH SONG |

| | |
|---|---|
| SE 1885 | MOSTLY ME (SELF-CONCEPT ACTIVITIES K-6) |
| SE 1144 | PEACE, HARMONY, AWARENESS - A RELAXATION PROGRAM FOR CHILDREN |
| SE 1884 | PRIMARILY ME (PRIMARY ACTIVITIES) |
| SE 1382 | SOCIAL LEARNING CURRICULUM (PHASES 1-10) |
| SE 1383 | SOCIAL LEARNING CURRICULUM (PHASES 11-16) |
| SE 1394 | SOMETIMES I'M JEALOUS |
| SE 1392 | SOMETIMES I GET ANGRY |
| SE 1393 | SOMETIMES I'M AFRAID |
| SE 1523 | T.A. FOR TOTS |
| VH 2454 | TOUCH |
| SE 1643 | THE UNGAME |
| SE 1605 | TOT PAC (T.A. FOR TOTS) |
| SE 1526 | TOWARD AFFECTIVE DEVELOPMENT (TAD) |
| SE 1749 | VALUES IN STORY & SONG I |
| SE 1748 | VALUES IN STORY & SONG II |
| KT 0438 | "WHAT DO I SEE WHEN I SEE ME?" I SEE STRENGTH (BUILDING SELF-CONFIDENCE) |
| SE 1927 | WHAT MAKES ME THE ONLY ME? SONG STORIES |
| VH 2691 | WHEN PARENTS DIVORCE: STORM INSIDE |
| SE 1749 | WONDERWORM: VALUES IN STORY & SONG I |

## PARENT INVOLVEMENT

Active Parenting

Conflict Between Parents and Children Series

Children with Handicaps/Families Who Care Series

Discipline with Dignity - Todd Johnson

Discipline with Love and Logic - Jim Fay, Foster Cline

The Effective Parent Series

Parent Effectiveness Training

Steps Toward Effective Parenting

## SELECTED REMC 15 MATERIALS

| | |
|---|---|
| SE 0089 | ART OF PARENTING |
| SE 2258 | ASSERTIVE DISCIPLINE FOR PARENTS WORKSHOP KIT |
| SE 2260 | ASSERTIVE DISCIPLINE PARENT CONFERENCE BOOK |
| SE 2259 | ASSERTIVE DISCIPLINE FOR PARENTS |
| SE 0201 | BEHAVIOR AND EMOTIONAL DISABILITIES |
| SE 0269 | CHILD'S RELATIONSHIP WITH THE FAMILY |
| SE 0326 | CONFLICTS BETWEEN PARENTS & CHILDREN - DAILY DISAGREEMENTS |
| SE 0396 | DEVELOPMENT OF FEELINGS IN CHILDREN |
| SE 1463 | STEP KIT (SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING) |

# APPENDIX G
# FORMS

# INDIVIDUAL STUDENT DAILY POINT SHEET

| Name Date | 1st Block 9:00 - 11:00 | 2nd Block 11:00 - 12:15 | 3rd Block 12:15 - 1:15 | 4th Block 1:15 - 2:30 | 5th Block 2:30 - 3:15 | Total |
|---|---|---|---|---|---|---|
| Cooperating With and Showing Respect for Adults | | | | | | |
| Getting Along With Others | | | | | | |
| Showing Good Work Habits | | | | | | |
| Using Time Wisely | | | | | | |
| Keeping Self and Objects Where They Belong | | | | | | |

Rating System
2 points - Good to Outstanding
1 point - Fair to Acceptable
0 points - Poor to Unacceptable

Parent Signature

_____

Comments

_____

_____

_____

_____

_____

Homework

_____

_____

_____

Total

+ Bus Points

Grand Total

# DAILY ASSIGNMENT SHEET

| Name | | Date | Day: M T W Th F |
|---|---|---|---|
| | Grade or √ when done | | Grade or √ when done |
| **Reading** | 1st | **Lunch & Recess (12:14 - 12:44)** | 3rd |
| oral | | **Story Time** | |
| workbook | | **Other** | |
| other | | | |
| **Phonics** | | **Science** | 4th or 5th |
| book | | read | |
| sheets | | questions | |
| other | | sheets | |
| **Spelling** | | activity | |
| pretest/posttest | | other | |
| definitions | | | |
| write words 5x | | **Social Studies** | 4th or 5th |
| sentences | | read | |
| book | | questions | |
| sheets | | sheets | |
| other | | activity | |
| **Handwriting** | | other | |
| board/practice | | | **Fill In** |
| sheets | | **Extras** | |
| other | | Library | |
| **Language** | | Music | |
| book | | Choir | |
| sheets | | Gym | |
| board | | Extra Gym | |
| other | | Movie | |
| **Writing** | | Art | |
| journal - first thing! | | Games | |
| story | | Cooking | |
| book | | Dear | |
| other | | Fitness | |
| | | Other | |
| **Recess (11:00 - 11:20)** | 2nd | Group | |
| **Math** | | Individual Time | |
| book | | with - | |
| sheets | | Mainstream - | |
| other | | | |
| **Lunch Prep (12:08 - 12:14)** | | **Computer Time** | |

## DAILY WORK AND BEHAVIOR

| NAME: | Good 10 | Needs to Improve 5 | Poor 0 |
|---|---|---|---|
| FOLLOW DIRECTIONS | | | |
| COOPERATES WITH ADULTS | | | |
| DOESN'T WASTE TIME | | | |
| GETS ALONG WITH OTHERS | | | |
| WORKS CAREFULLY | | | |
| WORKS QUIETLY | | | |
| NO POUTING OR COMPLAINING (GOOD ATTITUDE) | | | |
| RAISE HAND FOR ATTENTION (NO INTERRUPTING) | | | |
| GOOD BEHAVIOR OUTSIDE OF ROOM (MAINSTREAM) | | | |
| GOOD RECESS BEHAVIOR | | | |
| TOTAL | | | |

PARENT SIGNATURE: _____ DATE: _____

## MAINSTREAM NOTE

Check area only if student received all of the points in that area.

_____ _____
Student's Name Date

_____
Mainstream Classroom Teacher

5 ____ Cooperated with teacher
5 ____ Got along with others
5 ____ Worked quietly
5 ____ Stayed in seat
5 ____ Finished assignments

**Comments/Assignments:** _____

_____

_____

---

## BUS BEHAVIOR

Check areas only if student received all of the points in that area.

_____ _____
Student's Name Date

5 ____ Cooperated with driver and aide
5 ____ Rode quietly
5 ____ Stayed in seat with belt on
5 ____ Kept hands and feet to self
5 ____ Got along with others

**Comments:** _____

_____

_____

## BEHAVIOR INTERVENTION PLAN KEY

**TARGET BEHAVIORS:**

Observable behavior that is of major concern and is most interfering with success at school.

**CHANGE STRATEGIES:**

Specific and general strategies designed to eliminate/achieve the target behavior. These may include contracting, schedules of reinforcement, fading, etc.

**IMPLEMENTATION:**

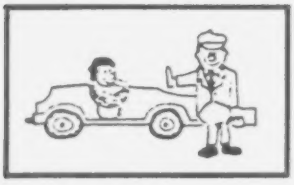
Changes needed in the classroom or the student.

**OTHER FACTORS:**

Includes family dynamics, developmental concerns, past history, etc. which may have particular impact on the target behavior.

APPENDIX H
AWARDS
SCHOOL TO HOME COMMUNICATORS

# Awards



Remember the last time you were stopped and congratulated by a policeman for super safe driving?

Some kids can't remember hearing... "Congratulations. You contracted for 8 spelling words, and you spelled them all correctly this week." or "WOW!! 10 minutes in your seat today. That's 9 1/2 minutes more than yesterday!"

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Awards help provide the necessary feedback for the small gains that individual students make on those tasks which are hardest for them.

There are three types of awards that can be activated anytime a teacher catches a student engaging in a behavior she wishes to reinforce. All students need positive recognition for their achievement and behavior gains.

HUMAN SUPPORT AWARDS

Human Support Awards are used to recognize a person's actions toward another human being (peer, teacher, parent, principal, etc.) Tutoring a friend having a hard time with his spelling words, helping a neighbor pick up leaves, and practicing throwing and catching a ball with a buddy--these are all examples of behavior which might lead to earning a Human Support Award.



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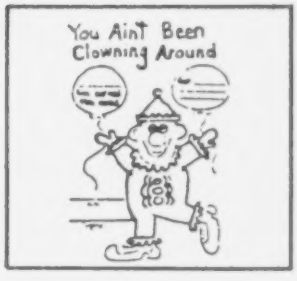
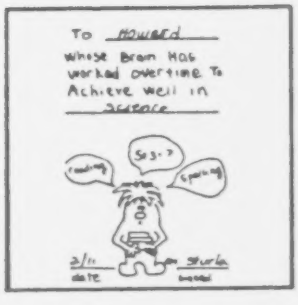



## BEHAVIOR AWARDS

Behavior Awards reinforce successive small steps toward a desired behavior. Managing one's temper-control by shouting instead of kicking, working in one's seat for 10 minutes without bothering others, and completing tasks that are started are all examples of actions which could result in a Behavior Award.




## ACHIEVEMENT AWARDS

Achievement Awards are known to most of us. Yet there are too many students who do not seem to be eligible under our present system oriented to grade level achievement. Every student has the right to earn an Achievement Award if he completes an assignment which is appropriate in task, length and skill level for him



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# Super "Bee-havior" Award

is presented

to _____

for _____

_____

date

Signed

# Seal of Approval

earned by

_____

for _____

_____

_____



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Congratulations from your fans!!

has

Name

Team member

date

coach

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# DOG GONE RIGHT

## WE'RE ALL PROUD!

THIS IS TO CERTIFY
THAT _____
HAS BONED UP ON _____
_____

date _____
signed _____



88

_____ and _____

have successfully worked together_____

_____

_____

Their efforts were noticed on_____

_____ by _____

_____

Fantastic!

_____ _____

date signed







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# No "Lion" I've Been Trying

This special
Achievement Award
is being presented
to _____
for _____

date _____

official signature _____

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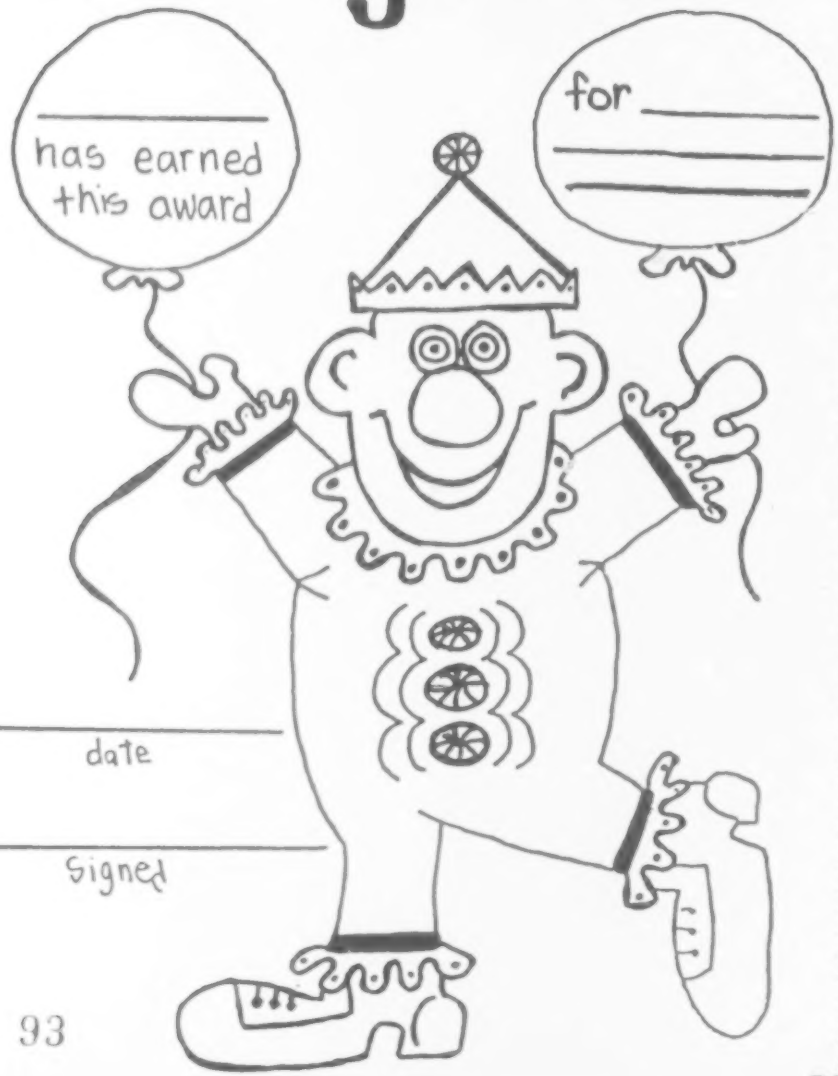
# You Ain't Been Clowning Around



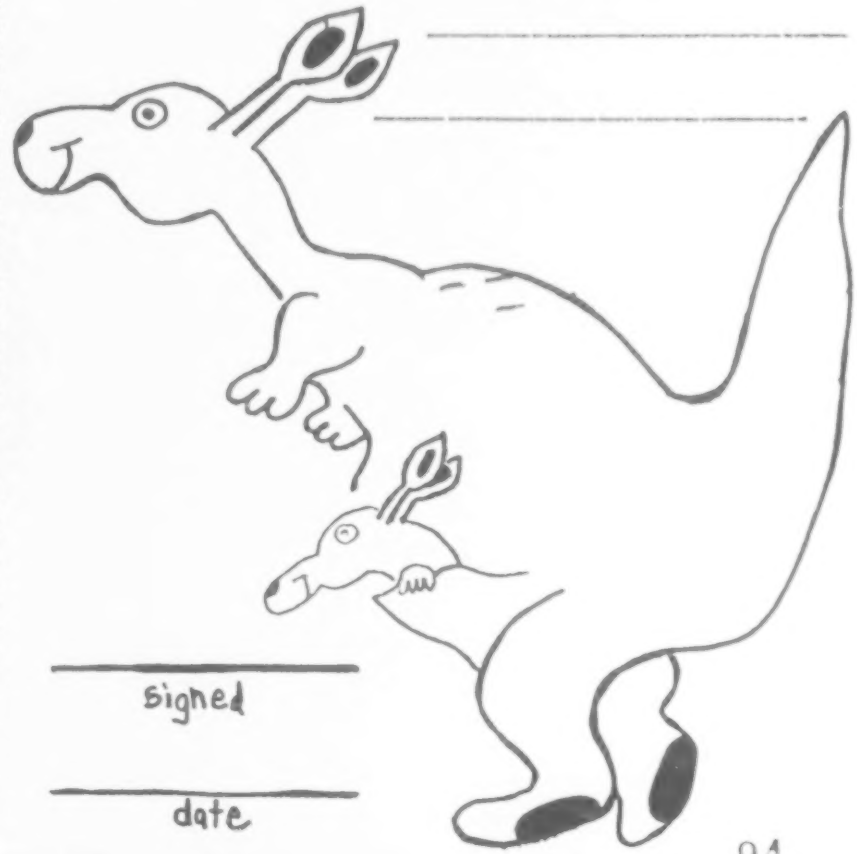

date

Signed

93

# For Giving A Friend A Lift

_____ has been caught helping a friend by _____



Signed

date

94

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# To _____

## Whose Brain Has Worked Overtime To Achieve Well in

_____

85

95

_____ date

_____ Signed

# Special Buddy Award

Congratulation to

_____

for

_____

_____

_____

signed _____

date _____

96

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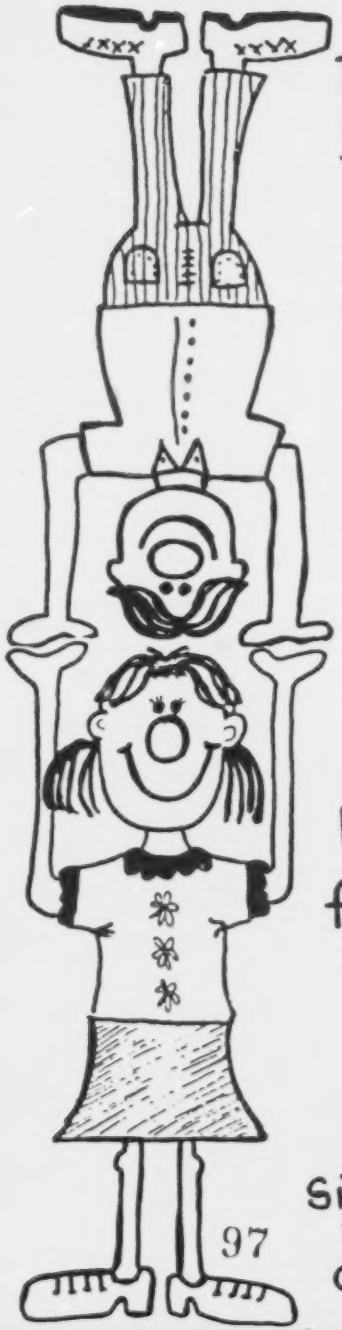


# Human Support Award

_____ has earned this human support award for _____

_____

Signed: _____

date: _____

97

98

We Came Running To Tell You that _____ is a neat friend because

_____

_____

_____

_____

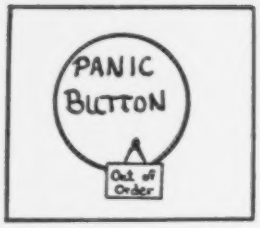
official signature

official friend

date

98

# School-Home Communicators

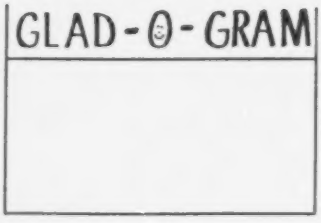



When a call or an official message from school arrives, how many parents wonder "Now what has my child done?"

School-Home Communicators create a way to put the Panic Button out of order.

SCHOOL-HOME COMMUNICATORS

School-Home Communicators are messages that are...




1. Personalized--they tell what an individual student **can do**.

2. Activity oriented--they suggest ways family members can help the learner (as suggested by teacher or student).

3. Two-way communicators--they encourage the development of a two-way communication loop between school and home.

_____
date

# Parent Bulletin

Dear_____

You can be proud of your child._____
_____is working on _____
at school. You can help at home by

_____

_____

_____

If you have any questions or comments please write them and return this form. _____

_____

_____

_____

Thank you very much for your time and effort.

_____
signed

# PARENT BULLETIN

Date _____

Dear _____

You can be proud of your child. _____

_____ is working on _____ at school.

You could help at home by _____

_____

_____.

If you have any questions or comments please write them and return this form _____

_____

_____

_____

Thank you very much for your time and effort

signed _____



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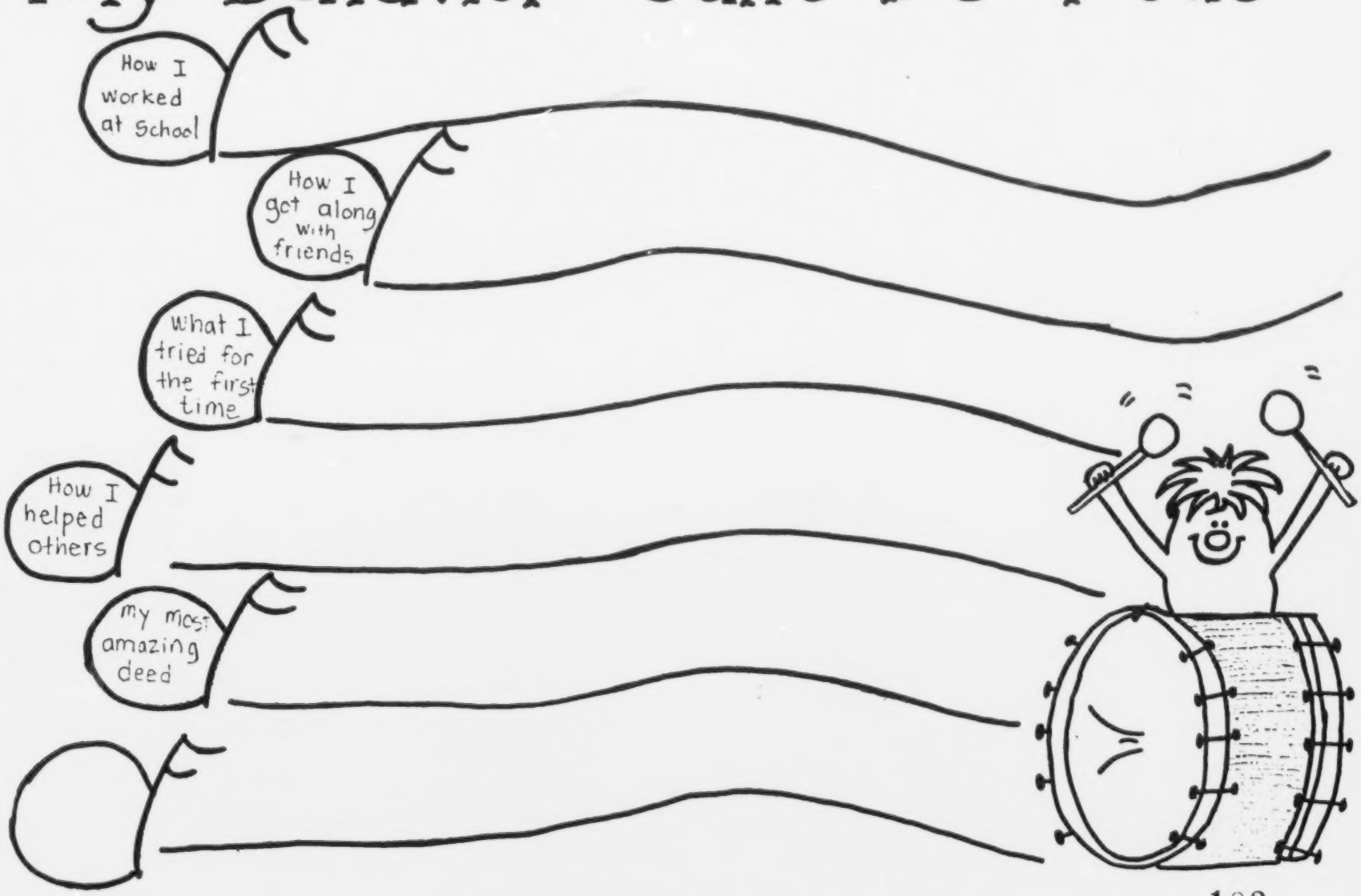
# My Behavior Can't Be Beat





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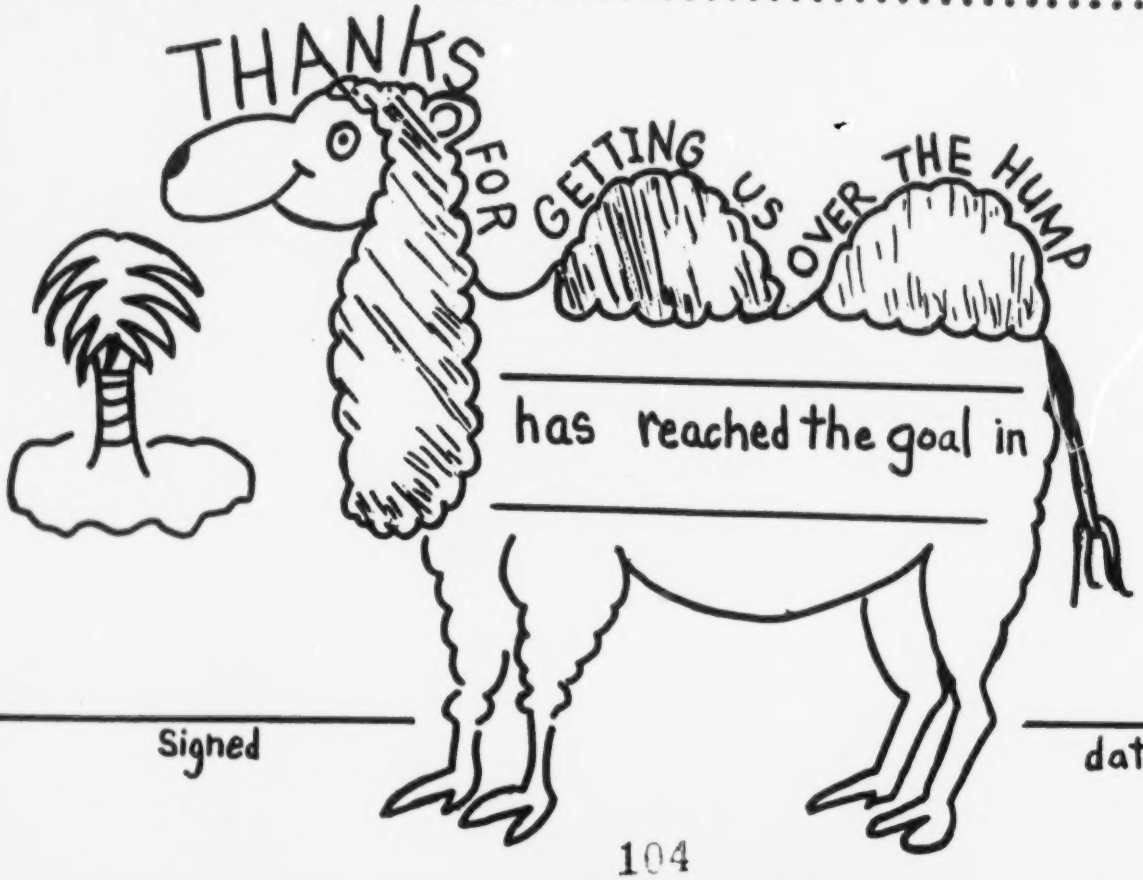
# GLAD-O-GRAM



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# X. Bibliography

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## RESOURCES

A. **Young Children in Action** - High Scope

B. **The Hurried Child** - David Elkind

C. **Psychology of the Child** - David Elkind

D. **Body Rights** - Marilyn Kile

E. **Developmental Therapy in the Classroom** - Mary Wood

F. **Nonviolent Crisis Intervention** - National CPI Institute

G. **100 Ways to Enhance Self-Concept** - Jack Canfield

H. **The Other Side of the Report Card** - Larry Chase

I. **The Magical Child** - Joseph Chilton Pierce

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The drawings in the Bibliography are a collection of sample awards. **PLEASE DO NOT REPRODUCE.** Similar awards are available through various distributors.

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